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Post-School Data Collection Protocol

Stage 1: Recommended Essential Questions to Address Indicator #14

Student Demographic Profile (SDP) and Post-School Data Collection Survey (PSS)

***University of Oregon
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The purpose of this protocol is to offer an optional—but practical and uniform—way for collecting data on post-school outcomes of adolescents with disabilities who leave public school and enter young adult roles. Specifically, the protocol offers States a way to collect essential information for the Part B State Performance Plan (SPP) and the Annual Performance Report (APR) for Indicator #14.

Indicator #14 reads, “Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.” (20 U.S.C. 1416(a) (3) (B)). To address the indicator a State must provide the following:

- A narrative that defines competitive employment, including whether the work is full or part-time. OSEP encourages states to use the Rehabilitation Act definition of competitive employment, which reads: “Competitive employment means work—(i) In the competitive labor market that is performed on a full-time or part-time basis in an integrated setting; and (ii) For which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.” (*Authority*: Sections 7(11) and 12(c) of the Act; 29 U.S.C. 705(11) and 709(c)).
- A narrative that defines postsecondary school, including (a) type of school, education, or training and (b) whether enrollment is full- or part-time.

This protocol is based on these definitions and consists of two parts. The first is the *Student Demographic Profile (SDP)*. These data are important to describe those students from whom the post-school data will be collected. States may choose to collect these data through various sources, including existing student records, at the student’s final IEP, or through extant data available through state departments of education and/or local school districts.

The second part is the *Post-School Survey (PSS)*. These data are to be gathered roughly one year after the student leaves high school (between April and September of the year following the student’s exit) and States may use different data collection procedures. For example, information on a student’s post-school experiences may be gathered by surveying (e.g., in-person, phone, web, or mail) the student directly or his or her family member, or by using state-level, extant databases (e.g., state employment, higher education, vocational rehabilitation).

Three points to bear in mind. First, before gathering data it is first important to select those students from whom the data will be collected. You may want to review the NPSO Sampling paper *Post-School Outcomes for Youth with Disabilities—Establishing a Representative Sample of Your State to Address Indicator #14* at <http://www.psocenter.org>

Second, because different states will use different ways to gather data, it is likely that the questions asked on the protocol *will need to be re-phrased for those different uses and/or data sources* (e.g., using parents as the respondent will require that questions are worded differently than for students, or changing formatting if a mailed survey is used). NPSO staff are willing to consult regarding the phrasing and formatting of these revisions.

Third, States may choose to add questions other than those in this protocol in their post-school data collection system. We offer suggestions for such items on the Stage 2 protocol, see *Post School Data Collection Protocol, Stage 1 & 2 Questions: Recommended Essential and Supplemental Questions, Student Exit Survey and Post-School Data Collection Survey (PDS)* at <http://www.psocenter.org>

STUDENT DEMOGRAPHIC PROFILE (SDP)

MUCH OF THE DATA ON STUDENT DEMOGRAPHICS CAN BE GATHERED FROM EXISTING STATE OR DISTRICT STUDENT INFORMATION DATABASES. CERTAIN VARIABLES ARE MATCHED TO THE PART B DATA COLLECTION FORMS FOR CHILD COUNT AND EXITING.

DEMOGRAPHICS SECTION

THESE QUESTIONS ARE EXAMPLES OF STUDENT IDENTIFIERS.

1. School district (name): _____
2. School district code: _____
3. Student's name: First _____ M.I. _____ Last _____
- 4a. Student's District ID: _____
- 4b. Student's State ID: _____
- 4c. Student's Survey ID: _____

5. Student's date of birth: Month (mm): ____ Day (dd): ____ Year (yyyy): ____

6. Year in which this student exited school (school year) 20____ to 20____

7. Student's PRIMARY special education disability (*CHECK ONE OPTION*):

- ____ Mental Retardation (1)
- ____ Hearing Impairments (2)
- ____ Speech or Language impairment (3)
- ____ Visual impairments (4)
- ____ Emotional disturbance (5)
- ____ Orthopedic impairments (6)
- ____ Other health impairments (7)
- ____ Specific learning disabilities (8)
- ____ Deaf/blindness (9)
- ____ Multiple disabilities (10)
- ____ Autism (11)
- ____ Traumatic brain injury (12)
- ____ Developmental delay (13)
- ____ No Answer (99)

8. Gender (*CHECK ONE OPTION*):

- ____ Female (1)
- ____ Male (2)
- ____ No Answer (99)

9. Ethnicity in school records (*CHECK ONE OPTION*)

- ☐ American Indian or Alaska Native (1)
☐ Asian or Pacific Islander (2)
☐ Black (not Hispanic) (3)
☐ Hispanic (4)
☐ White (not Hispanic) (5)
☐ No Answer (99)

10. Manner in which student exited school (*CHECK ONE OPTION*)

- ☐ Graduated with regular high school diploma (1)
☐ Received a certificate (certificate of completion, modified diploma) (2)
☐ Reached maximum age (3)
☐ Dropped out (4)
☐ No Answer (99)

11. What post-school goals are included in this student's IEP for the period immediately following high school? (*CHECK ALL THAT APPLY*)

- ☐ Attend a postsecondary school, training, or education (1)
☐ Secure employment (2)
☐ No answer (99)

CONTACT INFORMATION AFTER LEAVING HIGH SCHOOL: *IF THE STUDENT AND/OR FAMILY MEMBER ARE TO BE CONTACTED FOR THE POST-SCHOOL SURVEY, THE FOLLOWING INFORMATION WILL BE NECESSARY. THIS INFORMATION TYPICALLY IS FOUND IN THE STUDENT'S FILE FOR THE LAST YEAR IN HIGH SCHOOL.*

Family Member Name: _____
Home Phone: _____
Cell Phone: _____
e-mail: _____
address: _____

Emergency Contact Name: _____
Home Phone: _____
Cell Phone: _____
e-mail: _____
address: _____

Student's Home Phone: _____
Cell Phone: _____
e-mail: _____
address: _____

POST-SCHOOL SURVEY (PSS)

THESE DATA MUST BE GATHERED BETWEEN APRIL AND SEPTEMBER OF THE YEAR
FOLLOWING THE STUDENT'S EXIT FROM HIGH SCHOOL.

EMPLOYMENT SECTION

1. *Right now* are you working?

(1) NO, GO TO QUESTION # 5

(2) YES, GO TO QUESTIONS #2, #3, and #4 – IF MORE THAN 1 JOB, ANSWER FOR JOB
WITH THE MOST HOURS/WEEK

(99) No Answer

2. Where is the job? – (*CHECK ONE OPTION*)

_____ in an integrated competitive employment setting (1)

_____ in your home (2)

_____ in the military (3)

_____ in a jail or prison (4)

_____ in sheltered employment (where most workers have disabilities) (5)

_____ in supported employment (paid work in a community with support services) (6)

_____ other (Specify) _____ (88)

_____ (99) No Answer

3. Are you usually paid at least minimum hourly wage?

(1) NO

(2) YES

(99) No Answer

4. Do you usually work 35 or more hours per week?

(1) NO

(2) YES

(99) No Answer

GO TO POSTSECONDARY SCHOOL SECTION

5. At any time since leaving high school, *have you ever* worked?

(1) NO, GO TO POSTSECONDARY SCHOOL SECTION

(2) YES, GO TO QUESTIONS #6, #7, #8

(99) No Answer

6. Describe the job—(if more than one job, describe the one held the longest)—(*CHECK ONE OPTION*)

_____ in an integrated competitive employment setting (1)

_____ in your home (2)

_____ in the military (3)

_____ in a jail or prison (4)

_____ in sheltered employment (where most workers have disabilities) (5)

_____ in supported employment (paid work in a community with support services) (6)

_____ other (Specify) _____ (88)

_____ (99) No Answer

7. Were you usually paid at least minimum hourly wage?

(1) NO

(2) YES

(99) No Answer

8. Did you usually work 35 or more hours per week?

(1) NO

(2) YES

(99) No Answer

POSTSECONDARY SCHOOL SECTION

9. *Right now*, are you enrolled in any type of school, training, or education program?

(1) NO, GO TO QUESTION #12

(2) YES, GO TO QUESTION #10 & #11

(99) No Answer

10. Describe the kind of school or training program (*CHECK ONE OPTION*)

_____ High school completion document or certificate (e.g., Adult Basic Education, GED) (1)

_____ Short-term education or employment training program (e.g., WIA, Job Corps, etc.) (2)

(2)

_____ Vocational Technical School—less than a 2-year program (3)

_____ Community or Technical College (e.g., 2-year college) (4)

_____ College/University (e.g., 4-year college) (5)

_____ Enrolled in studies while incarcerated (6)

_____ Other (88) (Specify): _____

_____ No Answer (99)

11. Are you enrolled full-time?

(1) NO

(2) YES

(99) No Answer

DATA COLLECTION COMPLETED

12. At any time since leaving high school, *have you ever* been enrolled in any type of school, training, or education program (if more than one, describe the program enrolled in the longest)?

(1) NO, DATA COLLECTION COMPLETED

(2) YES, GO TO QUESTION #13 AND #14

(99) No Answer

13. Describe the kind of school or training program (*CHECK ONE OPTION*)

_____ High school completion document or certificate (Adult Basic Education, GED) (1)

_____ Short-term education or employment training program (WIA, Job Corps, etc.) (2)

_____ Vocational Technical School—less than a 2-year program (3)

_____ Community or Technical College (2-year college) (4)

_____ College/University (4-year college) (5)

_____ Enrolled in studies while incarcerated (6)

_____ Other (88) (Specify): _____

_____ No Answer (99)

14. Were you enrolled full-time?

(1) NO

(2) YES

(99) No Answer

DATA COLLECTION COMPLETED